

efforts to build a better society for our country and the citizens of Northwest Indiana.

## TRADE ADJUSTMENT ASSISTANCE

**HON. ANNA G. ESHOO**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, February 13, 2002*

Ms. ESHOO. Mr. Speaker, the financial rewards from international trade are enormous. I know this firsthand because my Congressional district is part of the largest exporting region in our country. Trade provides enormous benefits to our economy so it is appropriate for us to dedicate a small fraction of these rewards to workers who are displaced because of trade.

Forty years ago Trade Adjustment Assistance (TAA) was created for U.S. workers who lost their jobs because of foreign competition. The program has suffered from a number of significant problems including inadequate funding for training, lack of health care coverage, and the existence of a separate program under NAFTA which has created confusion and inconsistencies in the program. TAA also does not currently cover farmers, suppliers, and downstream producers who face similar pressure from international competition.

Representative KEN BENTSEN and I have introduced the Trade Adjustment Assistance Act, H.R. 3670 to remedy these and other problems with the program. The bill harmonizes NAFTA-TAA and TAA, broadens eligibility for downstream producers, suppliers, farmers, fishermen, truckers, and taconite producers, expands income support from 52 weeks to 78 weeks and increases funding for training and TAA for firms. For the first time a healthcare benefit for displaced workers is provided and the bill establishes an Office of Community Assistance to provide technical assistance to trade impacted communities.

It is critical that we bring Trade Adjustment Assistance policies into the 21st century so that our policies actually meet the needs of our workforce. H.R. 3670 does exactly this. It reforms a 40-year-old program by embracing its original intent and combines it with the needs of a 21st century world and workforce.

## ARABS AND AMERICA: EDUCATION IS THE KEY

**HON. TOM LANTOS**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, February 13, 2002*

Mr. LANTOS. Mr. Speaker, it is well known that the Middle East is a land of proud heritage and strong traditions, but recent world events have focused the world's attention on the region, casting shadows of doubt and fear. These concerns are not unfounded and they are the result of several factors. In an opinion article entitled "Arabs and America: Education is the Key," published in the Washington Post on February 12, the eminent Middle East historian Roy Mottahedeh of Harvard University discusses one of the most important causes of this problem.

Dr. Mottahedeh focuses on one of the greatest tragedies of today's Middle East, the de-

cline of liberal education. He begins his piece with a heart-breaking but telling image: boxes of catalogue cards negligently scattered on the floors of the library of Cairo University. This, by the way, is the same university that produced the Nobel Prize winning novelist Naguib Mahfouz and so many other eminent Egyptian intellectuals. He makes the provocative point that it is in our interest to do all in our power to support liberal education in Egypt and the wider Middle East. Rather than try to educate an English speaking elite here in the U.S., we need to help build a culturally acceptable educational system of liberal values over there.

The decline of liberal education in the Middle East, particularly in the Arab world's cultural and intellectual center, Egypt, is a tragic fact. I am reminded of Dr. Fouad Ajami's article a few years ago, where he pointed out, shockingly, that Egypt produces merely 375 new books per year, whereas Israel, with less than one-tenth population, produces 4,000. Indeed, the sad state of education is one of the primary reasons for the poverty and political backwardness of our key Arab ally and, indirectly, for an environment that produces, and exports, violence and extremism.

Mr. Speaker, I urge my colleagues to read Roy Mottahedeh's excellent and thought provoking article, and I ask that the text be placed in the RECORD.

[From the Washington Post, Tuesday, February 12, 2002]

## ARABS AND AMERICA: EDUCATION IS THE KEY (By Roy Mottahedeh)

Anyone who has seen the card catalogue of Cairo University Library will understand how tragically far Egypt and many poorer Muslim nations are from achieving the goal that President Bush rightly said in his State of the Union address is the object of parents "in all societies"—namely, "to have their children educated." The boxes of catalogue cards scattered on the floor are emblematic of the way that poverty has caused higher education to unravel in the once proud universities in most parts of the Muslim world.

Americans can and should do something about it. There is a real longing—both on the American and the Muslim side—for dialogue; and education is the obvious prerequisite for dialogue. It was President Mohammad Khatami of Iran who first called for a "dialogue of civilizations," which the United Nations adopted as a theme for the last year.

Americans have long been committed to education in the Muslim world. The venerable American Universities of Beirut and Cairo, as well as our outstanding Fulbright programs, have produced scholars who have had the personal depth of experience to interpret cultures to each other.

But the results have been on a small scale. Now is the time to have the vision to create a plan that will, through education, create the conditions for true and extensive dialogue and also create the human capital that is essential for poorer Muslim societies such as Egypt's to advance.

It is a solid but minor contribution to the dialogue of cultures if an American historian teaches for a year in Egypt or an Egyptian mathematician comes to MIT for two years and completes an advanced degree. But it would be a major contribution to such dialogue if well-funded liberal arts institutions teaching in Arabic in Cairo offered BA's to a significant number of college-age students. For good liberal arts education in the vernacular—Urdu, Tajik, Arabic or whatever—is far too rare in the poorer countries of the Muslim world.

No one wants to "Americanize" others through education, but all of us want to see

more educated populations whose education does not isolate them into an elite associated with knowledge of a European language. The unfortunate association of many of the educated elite with foreign language education only widens the gulf between them and their fellow countrymen and makes them seem unnecessarily "alien."

The graduates of such an expanded liberal arts education system would be forces for economic development not only because of their skills but also because of their ability to speak authentically within their cultures as native voices, impossible to label "agents" of an outside culture. The Egyptian Nobel prize laureate novelist Naguib Mahfouz was a graduate of Cairo University at a time when it was such an institution. And he was a man of the people, not raised speaking English, and therefore would probably never have won a place at an expensive English-speaking university.

Why favor undergraduate education when the needs in these societies are so great? Because the enormous bulge of populations under 21 in these countries are hungry for education and understanding, and they are the future interpreters of their cultures.

Why favor education in the vernacular? Because it will reach the underprivileged, will create the textbooks and even the language of discourse, and will allow a discourse that draws on the indigenous cultures of these countries, some of which, such as Egypt, can claim a tradition of a thousand years of higher education in their languages.

Why a "liberal" education? Because the tradition that a "liberal" education teaches us to think critically and write intelligently about both the human and scientific spheres is a value that the Muslim and Western cultures have shared for more than a thousand years.

As President Bush also said in his speech: "Let skeptics look to Islam's own rich history, with its centuries of learning and tolerance and progress."

Cairo was once the place where Maimonides, the Jewish philosopher, studied the ideas of Avicenna the Muslim philosopher and read Aristotle as translated into Arabic by, among others, Christian Arab philosophers. But its ancient madrassas and European-style institutions of learning have fallen on very hard times (not to mention the miserable neo-orthodox madrassas springing up everywhere in the Muslim world). A new Fulbright plan that would rescue them or establish parallel institutions in Cairo, Karachi and kindred places would create forums where the dialogue of civilization would truly flourish.

## TRIBUTE TO MRS. LOLA GIBBS, EDUCATOR, COMMUNITY LEADER, AND ROLE MODEL, ON HER 100TH BIRTHDAY

**HON. MICHAEL N. CASTLE**

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, February 13, 2002*

Mr. CASTLE. Mr. Speaker, It is with great pleasure that I rise today to honor and pay tribute to a leader in the African-American community and Delaware at large for her 100th birthday on March 30, 2002—Mrs. Lola Gibbs, a life-long teacher, leader and role model. Lola Gibbs is an outstanding, dedicated and caring Delawarean with an abundance of accomplishments that speak so highly of what she has done in the first 100 years of her life. On behalf of myself, and the citizens of the First State, I would like to honor